

Final Exam

- When
 - 11 am section: Tuesday, May 5 at 1 pm
 - 4 pm section: Thursday, May 7 at 3:15 pm
- Where: Our regular classroom
- 35% of your final grade
- Structure
 - Essay question (70%)
 - Analysis of primary sources (30%)
- I will provide paper for you to write on for the exam.
- **If you do better on the final exam than the mid-term, your final exam grade will replace your mid-term exam grade.**

Essay Question (70%)

- You will be given two essay questions.
 - The questions will typically cover themes that span several lectures.
- You will respond to **ONE** of the essay questions.
 - If you respond to both, I will only grade the first response.
- The questions will ask you to demonstrate understanding of materials and themes covered in the readings and lectures.
- You **MUST** write an essay.
 - An answer of fewer than eight sentences will **NOT** be considered an essay and receive no credit.
 - An answer of fewer than four or five paragraphs will likely not be sufficient to make an A.

Essay Instructions

You should respond to only **ONE** of the following essay questions. If you respond to both questions, I will only grade your first response.

You **MUST** write an essay. An answer of fewer than eight sentences will not be considered an essay and will receive no credit. However, a good response should be much longer than eight sentences.

Your essay should have a clear argument (i.e., answer to the question) and structure (i.e., paragraphs).

You must use concrete examples from the lectures, textbook, and/or primary sources to support your response.

Answering the Question

- The essay will be graded on the following factors (when relevant)
 - **Effective explanation of historical change over time.**
 - Why did some feature of American history change over time?
 - **Effective analysis of historical patterns.**
 - What larger structures or patterns influenced American history in the period?
 - **Effective use of evidence to support the essay's argument.**
 - Use information from the **primary sources**, lectures, and textbook.
 - I understand your references might be somewhat vague.
- A clear answer to the question that structures the essay.
 - Answer the question! Use your essay to prove your answer.
- A clear and logical organization.
 - Use paragraphs and be sure those paragraphs have topic sentences.
- The essay will NOT be grade on grammar or spelling. However, be aware that if I cannot read or understand your essay, I cannot grade it.

Answering the Question

- A “five paragraph essay” form would be appropriate.
 - Introduction (containing the question answer), point 1, point 2..., conclusion
- Outline your response before writing your essay.
- Be sure to use points from the readings and lectures to support your points.
 - Primary sources!

Primary Source Analysis

- This section will have two parts
 - Part I: Three short readings or images from primary sources I have assigned.
 - You will analyze **TWO** of these sources.
 - If you analyze more than two, I will grade the first two analyses.
 - Part II: Two short readings or images from primary sources I have NOT assigned.
 - You will analyze **ONE** of these sources
 - If you analyze more than one, I will grade the first analysis.
- To analyze a source you should
 - Summarize it
 - Explain its significance in the larger context of American history and this course
 - **Be as specific as possible.**
- Typically, a good answer would consist of a single paragraph of 4-6 sentences.

Primary Source Analysis Instructions

In the first section below, you should respond to only TWO of the three primary sources. If you respond to all of them, I will only grade the two responses.

In the second section below, you should respond to only ONE of the two primary sources. If you respond to both, I will only grade your first response.

Each of your primary source analyses should be a single paragraph. Typically students need at least four sentences to adequately analyze a primary source.

In each analysis, you should give a basic summary of the reading and then explain the reading's significance in the larger context of American history and this course. **You should be as specific as possible about the document's significance and not merely speak of it in general terms. This means interpreting it within the time-period it was written.**

Primary Source Analysis Example

Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854

But the chief and far most important enquiry is, how does slavery affect the condition of the slave? One of the wildest sects of Communists in France proposes not only to hold all property in common, but to divide the profits not according to each mans in-put and labor but according to each mans wants. Now this is precisely the system of domestic slavery with us. We provide for each slave, in old age and in infancy, in sickness and in health, not according to his labor, but according to his wants. The masters wants are most costly and refined, and he therefore gets a larger share of the profits. A Southern farm is the beau ideal of Communism; it is a joint concern, in which the slave consumes more than the master, of the coarse products, and is far happier, because although the concern may fail, he is always sure of a support; he is only transferred to another master to participate in the profits of another concern...

Primary Source Analysis Example

Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854

Possible significances

- An example of the pro-slavery arguments that became more common in the South in the years leading up to the American Civil War.
- Illustrates how, in response to northern criticism, southerners argued that slavery was a more humane way to organize society than free labor capitalism.
- Illustrates the southern white view that slavery was mutually beneficial to both enslaved people and enslavers.

Exam Rules

- During the test you may only have the following on your desk.
 - The exam
 - Pens and/or pencils
 - Something to eat or drink
 - Everything else must be placed on the floor.
 - **If you fail to follow ANY of these rules, I will give you a warning. If you fail to follow ANY of these rules a second time, you will receive a 0 on the exam.**
- Do not take out your cell phone during the exam. **If you take it out without permission, I will give you a warning. If you take it out a second time, you will receive a 0 on the exam.**
- If you need to go to the restroom during the exam, you may. However, you must ask permission before doing so.
- You may leave when you are finished with the exam.

Office Hours During Finals

- Wednesday, April 29, 11 am to noon
- Friday, May 1, 11 am to noon
- Tuesday, May 5, 11 am to noon
- Thursday, May 7, 2 pm to 3 pm
- And by appointment